



Center for
Educator Compensation
Reform

*Center for Educator Compensation
Reform (CECR) Resources and
Tools: A Guide to the CECR
Website and Key Materials*

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The primary purpose of CECR is to support Teacher Incentive Fund (TIF) grantees in their implementation efforts through provision of sustained technical assistance and development and dissemination of timely resources. CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation through a newsletter, a Web-based clearinghouse, and other outreach activities.

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Center for
Educator Compensation
Reform

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INTRODUCTION

In recent years, educators, policymakers, and the public have increasingly scrutinized traditional compensation structures. Current systems generally compensate teachers primarily based upon experience or education, but recent programs like the Federal Teacher Incentive Fund (TIF), Race to the Top (RTT), and a wide range of local initiatives encourage redesigning pay structures to reflect educator performance. Established in 2007, the Center for Educator Compensation Reform (CECR) is a federally funded group of organizations that provides technical assistance to TIF grantees and raises awareness of issues associated with educator compensation reform.

Educator compensation reform tends to include complex, multipart initiatives that require extensive development and execution. To assist states and districts with planning and implementation, CECR houses a variety of resources through its website (<http://cecr.ed.gov>, see Figure 1). The website is an expansive repository of research and information regarding current compensation initiatives and strategies to tailor such programs to one's own context and district. This guide is intended to help users locate information relevant to their particular questions or needs.

The first section, Navigating the CECR Website, helps new users understand the range of resources on the CECR website and where they can access these resources. It walks readers through the website navigation and explains the types of resources available in each of the four sections:

- New to Performance-Based Compensation
- Development and Implementation
- National Perspective
- TIF Grantees

The second section, Sample Links to Help Answer Common Questions, organizes resources around common questions and issues. This section contains links to resources that will introduce users who are new to performance-based compensation to the key issues. It identifies resources that may be useful to policymakers, teachers, and other stakeholders who are interested in learning more about specific aspects of planning and implementation.

Figure 1. CECR Website Homepage



NAVIGATING THE CECR WEBSITE

The CECR website's home page contains four drop-down menus for easy access to materials: New to Performance-Based Compensation, Development and Implementation, National Perspective, and TIF Grantees.

The first menu under the yellow tab, New to Performance-Based Compensation, contains links to materials that are appropriate for audiences who are just getting acquainted with compensation reform.



New to Performance-Based Compensation: Resources

Implementation Checklist—a guide to planning new educator compensation reforms.

Guide to Implementation—a series of short papers that compose a guidebook for implementing alternative compensation models. These papers guide readers through specific steps and milestones in implementation of compensation reform.

Emerging Issues—topical briefs that discuss key topics in educator compensation reform, including performance-based compensation structures, alternative compensation terminology, and engaging stakeholders in teacher pay reform.

Case Summaries—profiles of alternative compensation programs from conception through implementation.

Research Syntheses—concise responses to key program design and implementation questions.

Annotated Bibliographies—topical lists of publications related to educator compensation reform.

Presentations—webcasts, videos, podcasts, and slide presentations.

Harvesting Papers—brief papers that discuss lessons learned from the first two cohorts of TIF grantees.

The drop-down menu under the orange tab, Development and Implementation, displays a list of resources organized by topic. These resources include a general overview of issues associated with the topic; webcasts, podcasts, videos, and slide presentations

from experts; tools and products from CECR, the U.S. Department of Education, TIF grantees, and experts; and various publications. The resources are divided into the six categories listed in the figure below.

CECR Center for Educator Compensation Reform

Search

New to Performance-Based Compensation

Development and Implementation

- Data Quality and Data Systems
- Strategies to Support Workforce
- Communication and Stakeholder Engagement
- Value-Added and Other Measures
- Program Evaluation
- Sustainability

National Perspective

TIF Grantees

Increasing national awareness of effective strategies for performance-based compensation and supporting the Teacher Incentive Fund Grantees

What's new

Sign Up for CECR's Newsletter

Peer Review: Getting Serious About Teacher Support and Evaluation

Assessment Survey: Identifies different states' assessments in grades, subjects, and languages, not required under ESEA.

December 2011/January 2012 Newsletter

Development and Implementation: Resources

Data Quality and Data Systems—guidance and support on planning and implementing high-quality data systems.

Strategies to Support Workforce—information on educator evaluation systems, professional development, and human development strategies that can be used to increase student learning.

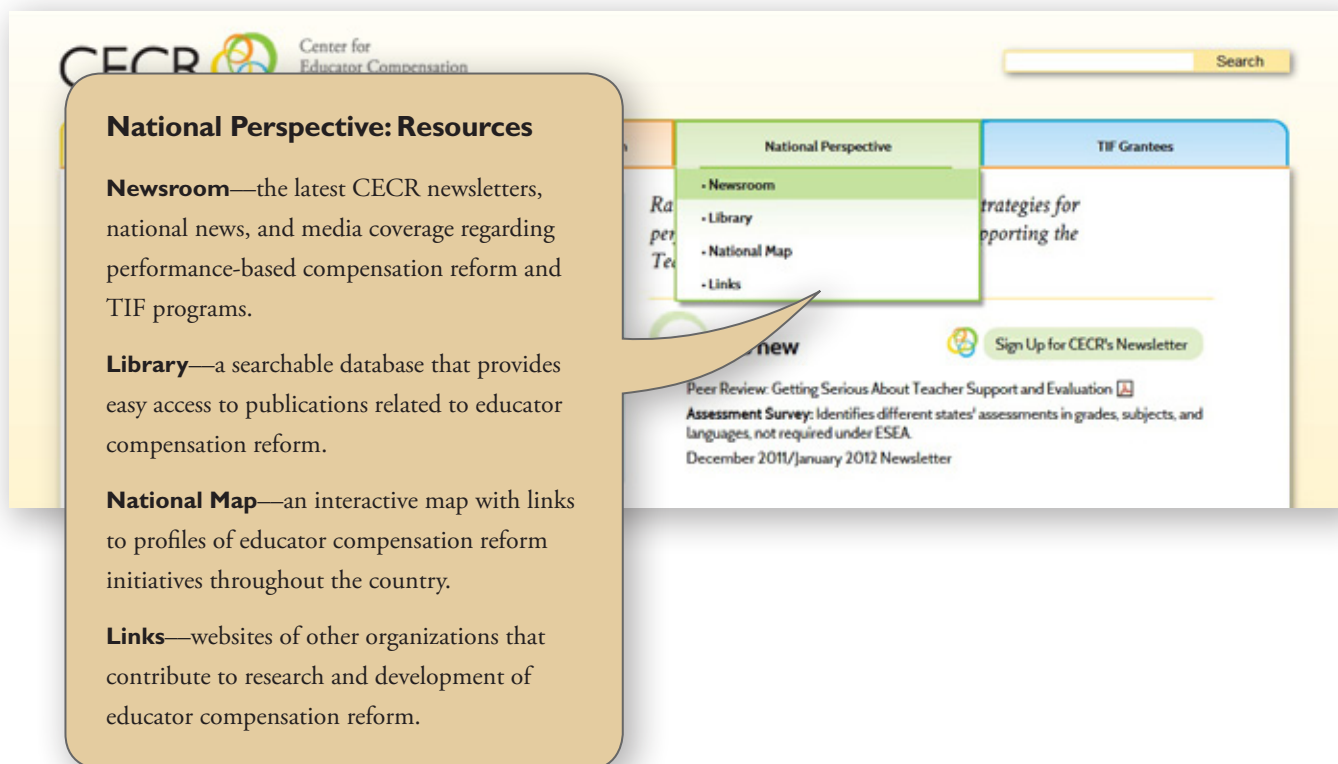
Communication and Stakeholder Engagement—resources to support effective communication and development of support for performance-based compensation systems among teachers, administrators, unions, parents, the community, and the media.

Value-Added and Other Measures—resources on the definition, design, and review of value-added models and other growth measures.

Program Evaluation—information on how to use formative and summative assessments to evaluate and improve performance-based compensation systems.

Sustainability—information on alignment and financial issues associated with sustaining performance-based compensation systems.

The drop-down menu under the green tab, National Perspective, provides information on recent developments in educator compensation reform.



CECR Center for Educator Compensation

National Perspective: Resources

Newsroom—the latest CECR newsletters, national news, and media coverage regarding performance-based compensation reform and TIF programs.

Library—a searchable database that provides easy access to publications related to educator compensation reform.

National Map—an interactive map with links to profiles of educator compensation reform initiatives throughout the country.

Links—websites of other organizations that contribute to research and development of educator compensation reform.

Search

National Perspective

- Newsroom
- Library
- National Map
- Links

TIF Grantees

Sign Up for CECR's Newsletter

Peer Review: Getting Serious About Teacher Support and Evaluation

Assessment Survey: Identifies different states' assessments in grades, subjects, and languages, not required under ESEA.

December 2011/January 2012 Newsletter

The menu under the blue tab, TIF Grantees, features information for and about recipients of the Federal TIF program grants.

The “For TIF Grantees” subsection features guidance and regulations for TIF grantees from the U.S. Department of Education, a calendar of reporting

deadlines and upcoming CECR events, and presentations from previous CECR conferences and meetings.

The “About TIF Grantees” subsection contains a list of TIF grantees, their contact information, and a profile of each grantee’s initiatives.



CECR Center for Educator Compensation Reform

Search

New to Performance-Based Compensation

Development and Implementation

National Perspective

TIF Grantees

- For TIF Grantees
- About TIF Grantees

Raising national awareness of effective strategies for performance-based compensation and supporting Teacher Incentive Fund Grantees

SAMPLE LINKS TO HELP ANSWER COMMON QUESTIONS

This section offers direct links to resources on the CECR website. Each subsection contains commonly asked questions about educator compensation reform and includes a summary of the CECR tools and documents that address each question.

Understanding Educator Compensation Reform, the first subsection, contains links to resources that will help those new to performance-based compensation learn more about key issues. Planning and Implementation, the second subsection, highlights specific resources that may be useful to policymakers, teachers, and other stakeholders who are interested in learning more about specific aspects of planning and implementation.

Readers may notice that some resources are highlighted in multiple sections. This overlap exists because some resources address more than one question.

Understanding Educator Compensation Reform

Successful planning and implementation begins with an understanding of key aspects of educator compensation reform. This subsection highlights resources that provide background knowledge. Many of these resources can be found under the New to Performance-Based Compensation menu.

What does the research say about teacher compensation?

[Research Syntheses](#). CECR Research Syntheses are concise summaries of research related to educator compensation reform. Each document responds to a

key program design and implementation question. Though all research syntheses may be useful to readers, the General Compensation Research Syntheses answer the following questions:

- [What effect does teacher compensation have on retention? Does evidence suggest that higher salaries reduce teacher attrition?](#)
- [Does evidence suggest that some teachers are significantly more effective than others at improving student achievement?](#)
- [What do we know about the relationship between student achievement and teachers' educational attainment and experience, which is the traditional way that teacher salaries are determined?](#)
- [What lessons have been learned from the research about personnel compensation in the private sector, and how might these lessons apply to the development of new systems of educator compensation?](#)
- [Does evidence suggest that some groups of teachers are more sensitive to differences in pay and working conditions than others?](#)

Figure 2 . CECR Library Online Search Tool

The screenshot shows the 'Library: Online Search' interface. It includes a search bar with a dropdown menu set to 'All'. Below the search bar, there are three rows of 'AND' connectors followed by empty search fields. To the right of these fields are three dropdown menus, all set to 'All'. Below these fields is a 'Limit to:' section with a dropdown menu set to 'All Publications'. To the right of this dropdown is a 'Locality:' section with three radio buttons: 'All' (selected), 'Urban', and 'Rural'. Below the 'Limit to:' section are three rows of 'Limit to:' labels followed by dropdown menus: 'Publication type' set to 'All Publications', 'Publication date' set to 'All years', and 'Geographical Focus' set to 'All'. At the bottom of the form is a 'Begin Search Now' button.

Library. Using CECR’s online database search tool, website users can use a variety of filters to ensure that their search results reflect their preferences and research needs. For example, when looking for research articles, users can search by publication type, as shown in Figure 2. Users can choose Scientific Research, which includes peer-reviewed articles, or *Rigorous Research*, which are scientifically based reports that meet stringent criteria for quality.

What is educator compensation reform?

Alternative Compensation Terminology: Considerations for Education Stakeholders, Policymakers, and Media. This paper describes key terms associated with performance-based compensation. It contrasts “merit pay” of the 1980s with “performance pay” in the 21st century. The paper focuses on the negative connotations that arose from earlier experiments in performance-based compensation and suggests means of improving communication about compensation systems.

Presentations. This section of the website features webcasts, videos, podcasts, and slide shows that feature introductory information about performance-based compensation.

What are common program designs, and what are the strengths and challenges associated with each model?

Performance-Based Compensation Structures: Considerations for Individual, Group, and Hybrid Programs. This emerging issues paper discusses the strengths and challenges associated with performance-based compensation program designs. It reviews research on reward structures and offers considerations for choosing a program structure.

Does evidence suggest that teachers prefer one type of performance-based compensation system over another, such as group-based performance awards or individual performance awards? This research synthesis covers teacher preferences for performance-based compensation system structures.

Research Syntheses. By drawing upon the research, CECR responds to the following questions in the Compensation for Teachers of Hard-to-Fill Subjects and Teachers in Hard-to-Staff Schools subsection:

- Does evidence suggest that some groups of teachers are more sensitive to differences in pay and working conditions than others?
- How much would salaries have to increase to attract and retain sufficient numbers of mathematics and science teachers, whose specialized skills and knowledge generally command much higher salaries in the private sector?
- Does evidence suggest that additional pay could overcome teacher reluctance to work in hard-to-staff schools? If so, how substantial would pay increases have to be in order to be effective?
- Does evidence suggest that additional compensation alone is sufficient to attract and keep good teachers in high-need schools? If not, what other changes does the research suggest are needed to solve staffing shortages?

How prevalent are programs focusing on educator compensation reform?

National Map. The interactive map shown in Figure 3 lists current and past alternative compensation programs by state. Program profiles include summaries, contact information, and links to articles and papers on the program.

Case Summaries. These short papers use informal qualitative research methods to profile compensation reform initiatives across the country. Case summaries offer concrete examples of various reform designs. These documents provide readers with greater understanding of the variety of compensation reforms in existence.

TIF Grantee Profiles. CECR profiles all recipients of Teacher Incentive Fund grants. Each profile summarizes the goals, design, and implementation of each program.

Newsletter. CECR provides access to an archive of monthly newsletters. Each issue discusses a CECR resource or event and highlights an educator compensation reform program.

What are current events related to educator compensation reform?

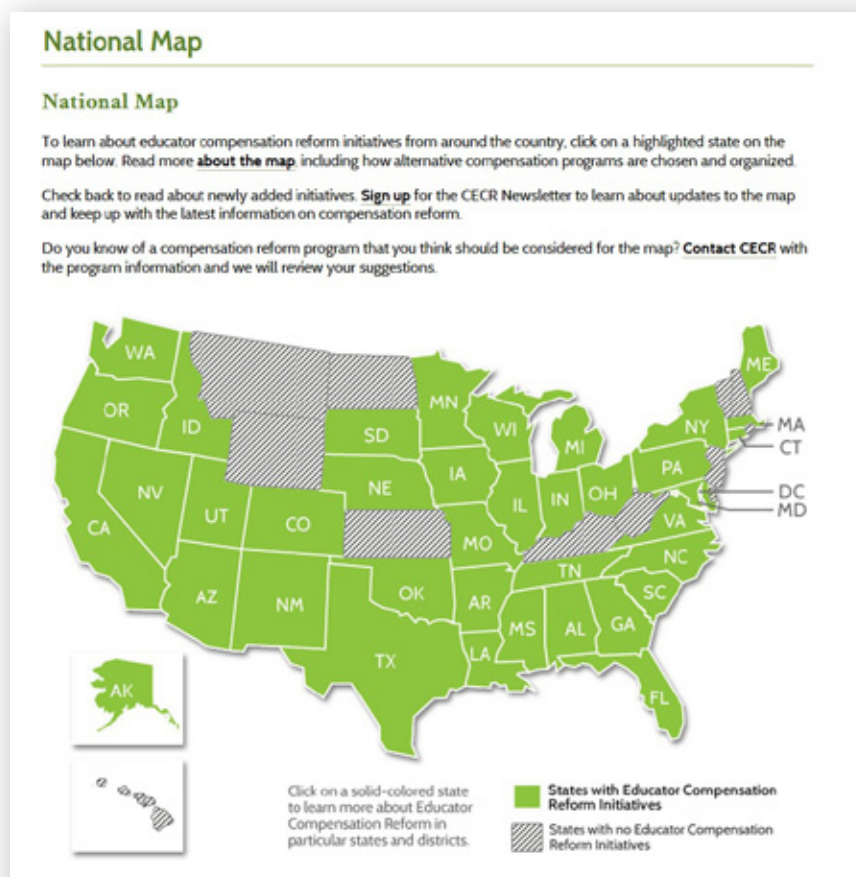
National News. CECR regularly collects and posts news articles related to compensation reform on this page of the website.

Events and Presentations. This page includes information about recent events and presentations related to educator compensation reform.

What other organizations offer resources on educator compensation reform?

Links. This list of organizations includes a description of each organization and a link to its website.

Figure 3. National Map



Planning and Implementation

Successful implementation of educator compensation reform requires careful consideration of many factors. To guide planning and implementation, CECR offers an [Implementation Checklist](#) (shown in Figure 4), a 13-page document that provides guiding questions to help policymakers and policy implementers ensure that all necessary steps are taken during planning and implementation.

Figure 4. Excerpt From the CECR Implementation Checklist

A. Overall Plan Components	Yes	No	NA
1. Have you identified a project director who is willing to serve in such a capacity for multiple school years to ensure program development continuity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the designated project director possess sufficient authority, or at least easy and quick access to authority, to make decisions related to budgets, personnel, and processes of associated departments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are individuals at upper levels of district or institutional leadership informed, engaged, and committed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you created a representative compensation reform committee to ensure necessary collaboration with and support from stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you approached this program as part of a comprehensive human capital development strategy and in alignment with core district and school instructional goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you identified several valid and reliable measures to use to assess performance of all teachers and others to be included in the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you tested all proposed measures of teacher performance to ensure that they meet the potentially more rigorous requirements of a performance incentive system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you agreed upon type (individual, team/group, whole school) and size of performance awards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you determined the amount the new compensation plan will cost per year and over the life of the intended program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The CECR website also contains guidance and information on decisions listed in the checklist. These resources can be located in the Development and Implementation section. The section organizes resources into six key components of educator compensation reform:

- Data Quality and Data Systems
- Strategies to Support Workforce
- Communication and Stakeholder Engagement

- Value-Added and Other Measures
- Program Evaluation
- Sustainability

Data Quality and Data Systems

Most educator compensation reform models require significant data entry and management. Early in the design process, districts and states should evaluate their current infrastructure.

Traditionally, districts house human resource information and student information in separate data systems. Consequently, data technicians often must merge databases to facilitate implementation of compensation reform. This requires time, expertise, and funding. Recognizing that data quality and data warehousing challenges may not always be obvious to schools, CECR compiled a variety of resources on data quality and data systems that can answer key questions.

What are common challenges associated with data quality and data warehousing?

Data Quality Essentials. This resource addresses data quality challenges that schools, districts, and states must resolve when they reform compensation systems to account for performance measures.

Information Technology Considerations.

With guiding questions for districts regarding their existing data systems and suggestions on how to adapt data systems for performance compensation systems, this document is a useful guide to implementation.

[Data Warehouse Pitfalls](#). This table lists common data warehouse pitfalls and offers solutions to overcome these challenges.

Why are student-teacher linkages important, and how have others established these links?

[Why Are Student-Teacher Linkages Important? An Introduction to Data Quality Concerns and Solutions in the Context of Classroom-Level Performance Measures](#). This paper identifies factors that complicate the attribution of student growth data to individual teachers, such as student mobility, regrouping, and team teaching. It emphasizes the importance of improving data quality in hopes of minimizing the false attribution of data to a teacher.

[Evaluating Student-Teacher Linkage Data in Teacher Incentive Fund \(TIF\) Sites: Acquisition, Verification, and System Development](#). This Harvesting Paper presents findings from an exploratory study about how eight TIF grantees acquired, verified, and managed student-teacher linkage data through system development.

Where can I locate additional information about data quality and management?

[Presentations](#). Webcasts, podcasts, videos, and slide presentations on this section of the website address key issues associated with data quality and data systems.

[Bibliography: Data and Technology](#). This document offers citations and synopses of articles and reports that discuss important data system and technological issues involved in designing and implementing an alternative compensation program.

[Library](#). The CECR website contains a searchable database that links to full-text publications related to educator compensation reform.

Strategies to Support the Workforce

Educator compensation reform is only one piece of human talent reforms. In order to support a productive use of resources that will foster student growth, robust measures of performance should accompany reforms. CECR compiled documents, presentations, and guidance on key workforce supports to help states and districts design and strengthen workforce systems. These supports include teacher observation evaluations, administrator evaluations, performance-based awards for school leaders, student learning objectives, and professional development.

How can states and districts align teacher talent reforms?

[Strengthening the Workforce Through Human Resource Alignment](#). This Harvesting Paper discusses issues associated with human resource alignment. It includes assessment exercises to help states and districts evaluate their current approaches to human capital development.

[Educator Effectiveness-Where Does TIF Fit in Districtwide Human Capital Reform?](#) This PowerPoint presentation contains diagrams that illustrate performance pay's alignment with other talent management practices.

What implementation issues are associated with teacher observations?

[Observations of Teachers' Classroom Performance](#). This guide to implementation offers recommendations for using classroom observations as a measure of teacher performance.

[Measuring and Promoting Inter-rater Reliability of Teacher and Principal Performance](#). This paper distinguishes between inter-rater reliability and inter-rater agreement. It also discusses methods and practices that can improve inter-rater reliability and inter-rater agreement.

What resources did districts and states create and use when implementing student learning objectives?

Tools and Products. CECR provides links to sample documents from Austin Independent School District and Charlotte Mecklenburg Schools, two districts with experience implementing student learning objectives:

- [Guide for the Development of Student Learning Objectives](#)
- [2008–2009 Student Learning Objectives Examples](#)
- [Rubric for Student Learning Objectives](#)
- [Student Learning Objective Form, Charlotte Mecklenburg Schools](#)

How can districts assess and reward teachers of nontested subjects and grades and teachers of special education students?

The Other 69 Percent: Fairly Rewarding the Performance of Teachers of Nontested Subjects and Grades. This guidebook offers strategies for addressing teacher concerns about the fairness of teacher performance measures and describes various options for including teachers of nontested subjects and grades, English language learners, and students with disabilities in performance-pay systems.

Tools and Products. This section of the website offers two documents discussing the assessment of special education teachers:

- [2008-2009 ProComp Payment Opportunities for Special Education Teachers](#)
- [Handout on Assessing the Performance of Special Education Teachers from Project EXCELL!, Amphitheater Public Schools](#)

- [Summary Table of Options to Include All Teachers in Performance-Based Compensation Systems](#)

Assessing the Performance of Teachers of Special Education. This slideshow presents information on how the Austin Independent School District and Denver Public Schools assess the performance of special education teachers.

What supports should accompany the implementation of new observational evaluation models?

Observational Evaluation: Pittsburgh's Observational Evaluation Rubric. This video focuses on the school administrators' role in implementing Pittsburgh's Observational Evaluation Rubric.

Why is professional development important? What characteristics define successful professional development programs? This research synthesis discusses the research on professional development programs.

What are different examples of observation tools that can be used for teacher evaluations?

Observational Evaluation: Danielson Model for Teacher Evaluation. This video includes an overview of Charlotte Danielson's Framework for Teaching

Tools and Products. The CECR website provides sample evaluation forms and observation forms used by states and districts:

- [Montgomery County Professional Growth System Final Evaluation Report: Teacher Form](#)
- [Poway Unified School District Certificated Classroom Observation Form](#)
- [Poway Unified School District Certified Evaluation Form](#)

What are important considerations when constructing performance-based awards and evaluations for school leaders?

[Performance Compensation and Performance Incentives](#). This guide to implementation describes four main considerations for constructing performance-based awards for school leaders, profiles common approaches to principal compensation, and offers recommendations to states and districts interested in performance pay for administrators.

[ProComp: Aligning Denver's Teacher and Principal Programs](#). This PowerPoint presentation from Denver Public Schools provides an example of how districts and states can align teacher and principal incentive programs with each other.

[Presentations](#). A series of presentations by Anthony Milanowski discusses the strengths, limitations, and possibilities of administrator evaluations:

- [Principal Evaluation: Background on Principal Evaluation](#)
- [Principal Evaluation: Limitations of Evaluation](#)
- [Principal Evaluation, One Potential Approach: The Principal Scorecard](#)

[Principal Evaluation](#). This podcast may be a useful resource for those interested in learning more about principal evaluation systems.

Where can I locate additional information about strategies to support the workforce?

[Presentations](#). This section of the website contains a variety of resources on alignment and strategies to support the workforce. Many of these presentations are profiled above.

[Annotated Bibliography of Performance Measures](#).

This annotated bibliography provides a list of publications that discuss measures for evaluating the performance of educators and schools.

[Library](#). The CECR website contains a searchable database that links to full-text publications related to educator compensation reform.

Communication and Stakeholder Engagement

Lessons learned from program implementation across the county suggest that garnering stakeholder support early and maintaining it over time are essential to successful compensation reform. When developing a new compensation structure, creating a compensation committee should be an early priority. Committee members should represent a variety of stakeholders, especially those whose salaries will be affected and those who will be charged with implementation of the new reform. The committee should engage union leaders, principals, teachers, central office administrators, school board members, and other community representatives in discussions, planning, and decisions. These steps help encourage collaboration and stakeholder buy-in during implementation.

After it creates the overall plan components, the planning committee may contribute to communication plans. Communication plans serve as road maps for introducing reforms to stakeholders and for creating ongoing communication opportunities. Regardless of whether a plan is formalized in a document, policymakers and planning committees need to shape core messages, plan how they will target communications to specific audiences, delegate communication responsibilities, and create a feedback process for stakeholders.

CECR has developed the following resources to help states and districts determine how they will engage and communicate with stakeholders.

Why is stakeholder engagement important?

- [Engaging Stakeholders in Teacher Pay Reform](#). This report explains why stakeholder engagement is important and presents strategies for involving stakeholders in the implementation process.

What steps are associated with engaging and systematically communicating with stakeholders?

- [Stakeholder Engagement and Communication](#). This document guides readers through a six-step process of engaging and systematically communicating with stakeholders about the design and implementation of a new educator compensation plan.
- [Presentations](#). This section includes webinars, videos, and podcasts that provide communication strategies and highlight challenges.

What does the research suggest about stakeholder engagement and communication?

- [What effect does teacher involvement in the design and implementation of new forms of compensation have on program effectiveness?](#) This research synthesis features examples of how compensation systems can be structured to increase stakeholder buy-in and engagement.

How have other states, districts, and schools created communication plans and gained stakeholder engagement, and what lessons have these actors learned?

- [Tools and Products](#). This section of the website provides an example of a communication plan from South Carolina and an example of a performance-pay media plan adapted from Tennessee's Statewide Collaborative on Reforming Education (SCORE).
- [Presentations](#). Three videos in this section of the website offer sample communication strategies that were presented at the August 2010 Annual Grantee Meeting.
- [Meeting the Challenges of Stakeholder Engagement and Communication: Lessons From Teacher Incentive Fund Grantees](#). This Harvesting Project paper discusses TIF grantees' experiences with stakeholder engagement and communication and highlights the lessons they learned.

Where can I locate additional information about communication and stakeholder engagement?

- [Bibliography: Engagement and Communication](#). This list of publications includes citations and brief synopses of each article or publication.
- [Library](#). The CECR website contains a searchable database that links to full-text publications related to educator compensation reform.

Value-Added and Other Measures

Policymakers frequently use educator evaluation metrics to shape educator compensation systems. Frequently used measures include standards-based teacher evaluation systems, value-added models, schoolwide achievement data, professional qualifications and certifications, and project-based assessments. Though every measure presents its own set of strengths and weaknesses, some challenges persist across instruments. The validity and perceived credibility of measurements are essential. Assessments should attempt to account for the multifaceted, highly complex nature of education.

Value-added models are popular yet complex measures of teacher performance. These models require linking teachers to student outcomes, which can be difficult given the collaborative nature of teaching. For example, states and districts need to determine how they will reward co-teachers, instructional specialists who visit various classrooms throughout the day, or teachers who pull groups of students out of mainstream classes. In addition, policymakers need to select reliable assessment scores to incorporate into the models, and must decide how to assess teachers in nontested grades or subjects.

The CECR website offers a variety of resources on value-added and other models that can be used as measures of teacher effectiveness in educator compensation reform initiatives.

Where can I learn more about value-added models and other measures?

- **Papers.** These presentation papers offer information about the strengths and challenges associated with value-added models.
- **[Understanding the Basics of Measuring Student Achievement.](#)** This paper describes seven approaches used to measure student achievement and educator effectiveness and discusses the conditions states, districts, and schools should consider when choosing a model.
- **[Resolving Some Issues in Using Value-Added Measures of Productivity for Schools and Teacher Incentives: Ideas From Technical Assistance and TIF Grantee Experience.](#)** This Harvesting Project paper draws upon TIF grantee experiences and discusses issues and possible solutions associated with value-added models.
- **[Presentations.](#)** Covering a variety of topics associated with value-added assessments, these presentations offer additional information about models.
- **[Bibliography: Performance Measures.](#)** This document cites and summarizes articles and reports that discuss performance measures.
- **[Library.](#)** The CECR website contains a searchable database that links to full-text publications related to educator compensation reform.

Program Evaluation

Research on the effectiveness of performance-based compensation systems helps policymakers, stakeholders, and implementers make informed decisions about the program. Program evaluations can assess short-term progress or measure program outcomes. Formative evaluations are useful for capturing the implementation and short-term outcomes of the performance-based compensation system and can provide insight into how the state can improve the program. Summative evaluations determine the impact and success of the program. During the design of the compensation program, states and districts should determine what they want evaluations to measure and decide which data would be of most use to the state to ensure that the program evaluations will be rigorous research pieces that can inform the progress of the reform. To help districts and states, CECR offers materials covering different types of evaluations, tips for preparing Requests for Proposals, and an annotated bibliography.

What are important considerations when evaluating educator compensation reforms?

[Program Evaluation for the Design and Implementation of Performance-Based Compensation Systems](#). This guidebook for TIF grantees walks readers through the evaluation process. It explains theories of action, the request for proposals process, developing evaluation questions, research approaches, evaluation selection frameworks, and disseminating evaluation results.

Where can I find more information about the measures used to evaluate alternative compensation programs?

[Annotated Bibliographies](#). This document cites and summarizes articles and reports related to alternative compensation program evaluation.

Sustainability

Educator compensation systems need to be fiscally sustainable, both in the short term and long term. Prior to implementation, districts need to develop rigorous yearly projections of costs and locate sustainable funding sources. Over time, states and districts may want to conduct cost-benefit analyses and reassess the sustainability of their reform. To help districts and states be proactive when planning their programs, CECR offers a variety of resources about program sustainability.

Why are cost projections important?

[Paying for and Sustaining a Performance-Based Compensation System](#). This guide to implementation includes guidance on how to estimate the costs of different compensation plans and highlights strategies for sustainable financing. It includes recommendations for creating sustainable funding structures.

What are common challenges to program sustainability, and what lessons have past programs learned?

[Meeting the Challenges of Fiscal and Programmatic Sustainability: Lessons From Teacher Incentive Fund Grantees](#). Using vignettes of past TIF grantees to illustrate its key points, this document defines fiscal and programmatic sustainability, notes key sustainability challenges, and discusses various approaches to securing and using funds over time.

[Tools and Products](#). Two PowerPoint presentations from the 2009 TIF Grantee Meeting discuss possible funding sources for educator reform initiatives.

[Presentations](#). These videos, podcasts, and slide presentations address issues associated with programmatic sustainability, fiscal sustainability, resource allocation, and cost-benefit analysis.

[Bibliography: Financial Issues](#). This annotated bibliography lists publications that highlight a variety of financial issues and lessons learned.